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ABSTRACT

Intended for secondary school teachers, the bibliographic essay lists publications on oral history available in the United States and Canada. The first section deals with access to the literature through Library of Congress subject headings, indexes (e.g., "Reader's Guide to Periodical Literature"), general bibliographies, an abstract review, and periodicals. The second section describes resources concerned with cognitive development and learning theory, the interpretation of oral history within a cultural context, ethics in the use of oral history, and the use of oral history to study the contributions of society's forgotten people. Publications which critique the oral history method and its application and oral history production manuals are described in sections three and four. Secondary classroom applications and Foxfire projects are presented in two sections. The essay concludes with a description of oral history directories and indexes. (RM)

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ORAL HISTORY: A LOOK AT THE LITERATURE

FOR SECONDARY TEACHERS

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One of the "newer" ideas in social studies education is the use of oral history. Actually the use of significant spoken reminiscences, recorded, often transcribed, and preserved for future use is a historical methodology dating from the time of Herodotus. Professor Allan Nevins rekindled the interest of modern historians and educators when he established the first oral history collection at Columbia University. Since the founding of the Oral History Association in 1967 the use of oral history has increased steadily in the academic world. The most widely known classroom application of oral history, the Foxfire Project, began in 1966, although Eliot Wigginton and his students use the label "oral history."

In the last decade the practice of oral history in elementary and secondary schools has expanded rapidly, although just how rapidly is difficult to ascertain. There are a number of reasons for this expansion. The development of inexpensive devices which facilitate the collection, dissemination and preservation of the spoken word accounts for some of the expansion. Oral history also "...affords an opportunity to interrogate individuals who have had special life experiences and who cannot or will not commit this knowledge to writing..." (Proctor, 1975, p. 2). Oral history is a way to counter those effects of technology which deprive us of the kinds of materials which were commonly produced in former years (diaries, journals and letters). It is a way to redress the elitist imbalance of history and to "bind up the wounds of society's victims" (Roddy, 1977, p. 2). Allen and Meyer (1980) state that, "To understand ourselves and others involves or demands insightful self-reflection and 'passing-over' to others' cultural horizons and ways of living." Meaningful use of oral history, they say, can assist in this task. Shopes (1980) advocates using oral history to restore the "feeling tone"of life and deepen our relationships with others, especially our families. Humanizing and personalizing history seems to be the

most common reason for the use of oral history at the secondary school level. (Pierce, 1983).

Oral history is an established historical research methodology producing a valuable and often unique product. It is a teaching tool as well. Indeed, the technological facilitation of oral history, as well as its value in exploring the story of the non-elites, has prompted some educators to call oral history one of the most significant new teaching approaches of the 1970s.

Many teachers and librarians, however, are unfamiliar with oral history and the rapidly expanding literature on the subject. This bibliographic essay attempts to solve that problem.

ACCESS TO THE LITERATURE

Most of the literature of oral history is readily available. Articles on the use of oral history at the elementary and secondary level appear in popular, professional and scholarly publications. Far too often articles in popular magazines, and sometimes professional journals as well, are merely short reports on a project with little substance on the implementation of oral history procedures. Most of the articles about Foxfire (Hendrickson, 1977; "Impact...", 1978; Reynolds, 1979; Sitton, 1979; Taylor, 1973; Thompson, 1972, 1975; Wright, 1984) fall into this category.

The greatest use of oral history as a source can be found in works on history, international affairs, political science, urban studies, folklore, journalism and education. A person delving into the literature should be aware, however, that oral history projects exist in the arts, music, medicine, business and religion.

"Oral History" has been a legitimate subject heading for library catalogues for the last few years. The Library of Congress Subject Headings list includes "Oral History." Only works on the production and use of oral history are classified this way, however. Works that are the product of the oral history technique are catalogued under the appropriate subject heading ("History,"

"Political Science," etc.). The Library of Congress Subject Headings list cross-references oral history as "History--Methodology." Some practitioners of oral history refer to "Oral Tradition," which has anthropological overtones and is cross-referenced to "Folklore."

The ERIC system provides important access to oral history materials for the classroom teacher. Although "Oral History" did not appear in the Thesaurus of ERIC Descriptors until February 1976, the term has been used as an Identifier since 1972. By using the ERIC Identifier Usage Reports a reader can gain easy access to most of the oral history materials indexed by ERIC. Not all of the articles and documents included in the various definitions of oral history are described or identified as "Oral History," however. The Thesaurus lists related terms under which oral history literature may be found. These include "Primary Sources," "Social History," "Local History," "Interviews" and "Tape Recordings." At least one ERIC Identifier of importance is not cross-referenced to oral history. This is "Foxfire," which has been used as an Identifier since 1974 (although the project after which it is named began in 1966).

Most other indexes also use "Oral History" as a subject heading. These include: Social Science Citation Index, Humanities Index, Comprehensive Dissertation Index, the Reader's Guide to Periodical Literature and the Public Affairs Information Service Index. The Reader's Guide was one of the first indexes to use the term.

While many works on oral history contain bibliographies, there are five general bibliographies which are of interest to the elementary and secondary school teacher. Schippers' (1968) compilation is the least valuable. It predates most of the literature in the field and leaves out more than it includes. The Oral History Association distributes an unpublished Selected Bibliography On Oral History (How-to-do-it Manuals) which lists and annotates ten inexpensive

practitioners' guides together with their sources and costs. Ronald and Gaile Grele have compiled an annotated bibliography (1974) which lists "classic" articles and texts on oral history and is divided into four sections: (1) general background, (2) books, (3) articles and (4) books using oral history (i.e., the product). The Greles' bibliography is available as an ERIC document.

The single most comprehensive bibliography was compiled by Manfred Wasserman. (1975). Also an ERIC document, though not available on fiche, this list includes 306 annotated citations. First compiled in 1971, it includes a list of 37 mostly scholarly books based on oral history as well as eight oral history collection catalogues. Fox (1977) produced an important update to the Wasserman work. The update includes some important articles found in lesser known publications and a few secondary school products such as Foxfire and Salt.

None of these bibliographies includes more than a few publications dealing with the use of oral history in high schools. However, much of what is included would be valuable reading for secondary teachers and students.

There is one abstracting service for oral history literature. Recently begun (Spring 1980), the service is provided by R.R. Bowker, publisher of Oral History Collections. The annual Oral History Review published by the Oral History Association, and the International Journal of Oral History (edited by Ronald Grele for Medkler Publications) both contain book reviews which consider some of the products of oral history methodology. Resources in Education, Current Index to Journals in Education, and Dissertation Abstracts International can be consulted for abstracts of the materials on oral history which they list.

There are three nationally distributed oral history periodicals. One is Foxfire, still published by Eliot Wigginton's students in Rabun Gap, Georgia. A quarterly, professionally published, magazine with 10,000 subscriptions, it is a collection of Appalachian folklore as well as oral history. The Oral History Review, published by the Oral History Association since 1973 is an academic journal

directed mostly to professional historians although its articles are useful at the secondary level. A similar publication is the International Journal of Oral History published since 1980 by Meckler Publishing Company. In addition to articles similar to those of the Oral History Review, the International Journal includes book reviews and a useful, but short, equipment review. A "News and Notes" section provides a means for disseminating information on oral history projects similar to that in the Oral History Association's quarterly Newsletter.

MEMORY, CULTURE, ETHICS AND SOCIO-ECONOMIC STATUS

Teachers at the elementary and secondary levels should be concerned with cognitive development and learning theory. Often these considerations are absent from discussions of oral history. An exception is Allen and Meyer (1980). They discuss the theoretical values of oral history to learning and socialization. They make a case for viewing the relationship among oral history, learning and socialization from a symbiotic perspective. A long list of references is included in the article as well as a rare discussion of audio-visual forms of oral history.

A few articles discuss the interaction of memory and feelings in oral history. Understanding this interaction is important, not only in evaluating the worth of oral history as fact, but also in understanding its cognitive value to students. A brief discussion of the importance of fostering an emotional connection between students and "artifacts" is Gloria Rainey's subject (1978). A lengthier discussion of the role of memory in oral history can be found in Michael Frisch's essay (1977). Frisch discusses the role of contemporary feelings in filtering an interviewee's memory of past decades. He concludes that the study of the memories we have of an event is as important as a study of the facts. The distortion of memory over time is one of the most common criticisms of the use of oral history. Frisch accepts the distortion and assigns a value to it. Similar ideas are contained in Sara Jenkins' (1978) book. She makes the point

that reminisence is a healthy part of the final stage of human self-development. It meets the psycho-social needs of the elderly, especially when the interviewer is a good listener. This has important implications for many school projects which emphasize interviews of the elderly. The elderly, according to Jenkins, need to review their lives in light of the present and an oral history project can help do this. Allen and Montell (1981) relate oral history and memory to the identification of folklore themes, and the peculiarities of orally communicated history (as opposed to documentary history) and discuss how divergent accounts can be reconciled and hidden truths unearthed without negating the validity of oral history.

Two discussions of memory theory which are specifically related to oral history usage can be found in the 1975 and 1978 issues of the Oral History Review. Nenninger (1975) and Neuenschwander (1978) give brief overviews of memory theories (Freud, Ebbinghaus, and others) and relate them to oral history methodology. While both articles are more detailed than the previously cited works, they can be easily understood by a person with the psychology background of a typical classroom teacher. Neuenschwander discusses various ways of "checking" long term memory, including pre-interview research and the study of memory theory by interviewers. Alice Hoffman (1974) also addressed the issues of validity and reliability in oral history.

A related consideration is the interpretation of oral history within a cultural context. Hareven (1978) examines the function of oral tradition (an oral history variant) in modern society. "Generational Memory" (Hereven's term) is a function of ethnicity according to the author and that relationship must be considered by anyone using oral tradition. A similar point is made by Joyner (1979), who advocates using the principles of folklore study in oral history interpretation. He feels that understanding the social and cultural context in which an interview is conducted, or in which the interviewee exists, is

essential to a proper interpretation of an interview.

Ame ia Fry (1975) poses the question of ethics in the use of oral history. Starting with the Nixon White House tapes, Fry examines various ethical considerations and conflicts in the use of oral history. Although Fry was writing for historians her work should be read by a teacher conducting an oral history project on any level.

James Sargent (1973) discusses the use of oral history to avoid ghost writers, "for the record" documents, and narrow perspectives on complicated subjects. Sergent illustrates the points of his argument by examining the testimony of three prominent members of Roosevelt's "New Deal" administration.

In recent years the focus of oral history has shifted gradually to the non-elites of society. A number of articles address themselves to the use of oral history as an effective means for exploring the contributions of the forgotten people of our society. Morgart and Mihalik (1975) address themselves to the working class as active creators of history. They call for the recognition of the spoken word and musical lyrics as legitimate sources of factual information. Acceptance of Morgart and Mihalik's idea provides an important rationale for the use of oral history below the college level. A similar point is made by Susan Tamke (1977). Tamke advocates the use of oral history as a means of studying individual cultural experiences. She also emphasises the need to study the non-elites of society and stresses the use of oral history to overcome elite literary bias against what is not the "best" in a culture.

There are a number of articles which address themselves specifically to the value of oral history in studying particular groups such as blacks, Indians and women. Among the most appropriate for secondary teachers are Humez and Crumpacker (1979), Mazlin (1979), Shockley (1978), Gluck and Jensen (1977), Kornbluh and Mikusko (1977), and Manija and Kaurouma (1980. While these articles, and others previously cited,

were often written for college teachers, the background they provide would be valuable for secondary teachers also. Many of the applications discussed could be adapted for the more able high school students with little difficulty. Robert F. Harney's booklet (n.d.) is a more difficult to secure Canadian publication. However, it is worth the effort to obtain it since the focus of the publication is the use of oral history for ethnic studies.

ORAL HISTORY: A CRITIQUE

No general consideration of oral history would be complete without examining some of the more thoughtful critiques of the method and its application. Ronald Grele, a practitioner of note, has written two of them. His book Envelopes of Sound (1975) was written for the general reader and addresses itself to a number of problems in using oral history. The book consists of transcripts of two radio interviews of noted oral history practitioners, a section on oral history as poetry (with a Zuni Indian illustration) and an essay on methodological and theoretical problems in oral history. For most secondary teachers reading broadly in the field the eight page introduction to the book would be sufficient. It gives a brief overview of the problems subsequently addressed. A more readable and compact critique is Grele's article (1978) in the Oral History Review. Here he discusses such pitfalls as over-identification of an interviewer with the interviewee, effects of the dominant culture on interpretations and content, and reliability of testimony.

The articles by Fry (1968) and Aaron (1966) are early examples of cautionary literature. Clifford Lord (1958) posed a question which is still debated, though seldom seriously now: "Is oral history really worth while?" His article, though dated, should be read and discussed by anyone giving consideration to an oral history project. An early publication of the National Trust for Historic Preservation (n.d.) also critically examined the role of oral history

in the creation of historical myths. Hoffman (1974) more recently devoted an entire article to the subject of "Reliability and Validity in Oral History."

PRODUCTION MANUALS

The most concise oral history production manual is Shumway and Hartley's Primer (1975). It is written in outline form on 28 pages. Suggested interview formats are included as well as sections on preparation and purpose of interviews, transcription and selection of interviewees.

A more complete manual is Hoopes' (1979). Written at a level most appropriate for college students, Hoopes' book is nevertheless of great value to high school teachers. It contains a lengthy bibliography and is divided into four sections: (1) what oral history is, (2) the effects of personality, culture and society, (3) interviewing techniques and transcription, (4) legal and ethical considerations. The last chapter is a bibliographic essay on oral history collections, directories and other sources.

Other manuals include Davis et al (1977) and Baum (1971). Both books were written by recognized oral history practitioners and contain several pages of bibliography, technical information on hardware and sample forms. The Davis book contains discussion questions and exercises for gaining proficiency in recognizing problems in the use of oral history. Baum, director of the Regional Oral History Office at Berkeley, includes 19 specific tips for interviewers.

Several state libraries and museums have produced useful oral history manuals to guide local historians and teachers. These include Key (1979), and Publication Information Office, I.S.L. (1979). Both provide concise lists of pointers for conducting interviews, advice on transcribing, sample forms and a short bibliography. They are available at modest cost. The manual written by Leach and Glassie (1973) concentrates on oral traditions and folklore (proverbs, songs, stories) rather than non-fiction eyewitness accounts of events. Nevertheless,

the advice Leach and Glassie offer could be useful to anyone conducting interviews or collecting reminisences. Whistler (1979) produced a booklet for the Denver Public Library which is very comprehensive and offers production and archival advice to a variety of institutions. Of particular interest is the comprehensive list of questions to consider before an oral history project is begun or an interview is conducted. Many good sample forms were included by Whistler, a recognized authority on oral history. A less comprehensive publication, McNeil (1969), is available free from the New York State Education Department.

A number of university oral history offices publish production manuals. They range from the comprehensive book-collection index issued by California State University--Fullerton (Curtiss et al, 1973) to the pointedly concise free pamphlet printed at Sangamon State University (Oral History Office, S.S.U., n.d.).

Other brief manuals offering a concise list of production pointers are Tyrell (1978) and the one produced by the Indiana Junior Historical Society (n.d.). The Indiana publication may be especially useful for teachers and their pupils since it was written by high school students for their peers. It could serve as a good starting point from which a teacher, reading more broadly, could expand pupils' horizons.

A few production manuals concentrate on family oral history and the factors which may be unique to its production. These include Epstein and Mendelsohn (1978), a comprehensive mass market publication. Entire chapters are devoted to deciding who to interview, how to formulate questions, index, and transcribe. One chapter suggests various classroom applications of family history. A more complex study of family oral history was conducted by Yocom (1980). Its cost is more than twice that of the Epstein book and it was not designed to be a practical guide for production. Rather, it is an intellectual study of professional folklorists' fieldwork technique.

Brad Jolly (1982) has written a book length discussion of video taping local history. One chapter deals with oral history with the video dimension. (Many oral history practitioners believe that seeing an interviewee provides important non-verbal information which helps the viewer interpret what he hears.) Jolly provides a good layman's introduction to video technology.

Few production manuals include any information on tape storage although valuable audio archives can be insidiously destroyed by improper storage and handling. The 3-M Company, a producer of magnetic tape, has made available a free reprint of an article on the subject (3-M Company, 1970). It can be obtained by writing to the corporation at 3-M Center, St. Paul, Minnesota 55101.

At least two publications deal specifically with transcribing and editing interviews. The most valuable work is that of Willa Baum (1977). She discusses how to decide what to transcribe, procedures, editing, legal agreements, indexing and curatorial skills. The book contains a list of other manuals, illustrations and examples of transcription work. Deering and Pomeroy (1976) is a publication of less value to high school teachers. The authors focus on college archives and their suggestions assume that professional transcribers and editors will be used. Many of their suggestions could be followed by the more able business or secretarial students or those studying journalism. Both publications are ERIC documents although Baum's book is not available on fiche.

Those who could afford it might wish to hire a professional to transcribe their interviews. One service which specializes in oral history is Tapescribe operated by the University of Connecticut. That institution can be contacted for further information.

Most production manuals do include recommendations which could be used as evaluation guides. Rarely, however, is the subject of evaluation discussed at length. The longest and most comprehensive set of recommendations are contained

in the Evaluation Guidelines published by the Oral History Association (1980). These guidelines are aimed at evaluating a program and the techniques of professional adult productions, however. They do not consider the kinds of evaluations a teacher would need to do as part of a course of study at the secondary level. The dissertations of Fonsino (1980) and Cavallini (1980) fill the gap with practical recommendations. A less expensive, and more readily available alternative to these studies is the recent guide for teachers written by Sitton, et al (1983). The authors of all three publications have a great deal of experience in the field of oral history and present a practical set of recommendations for the evaluation of high school students and their work.

SECONDARY CLASSROOM APPLICATIONS

There are few general discussions of the use of oral history in high school classes. The reason was set forth by John Neuenschwander (1976, p. 9) "...The use of oral history in teaching has yet to become widespread. The concentration of the Oral History Association on the research application is perhaps one contributing factor. Ironically, the overwhelming success of the Foxfire Project itself may have actually been a deterrent as well." Those discussions that exist are not difficult to obtain.

Neuenschwander's book (1976) is fairly complete, although it is short on suggestions for specific applications. He discusses the evolution and rationale for oral history use at the secondary level and provides 15 tips on conducting interviews including suggested topics to cover. A sample interview transcript is included as an illustration and transcribing and editing considerations are discussed. The monograph is an ERIC document available on fiche as well as in hard copy from the publisher.

Mehaffy, Sitton and Davis (1979) have written a more valuable essay in that it offers more specific suggestions for application. This inexpensive seven

page pamphlet provides practical suggestions to the teacher and discusses several approaches to incorporating oral history into classroom instruction (life histories, family history, folklore, institutional history). A short bibliography is included. The Bureau of Curricular Services of the Pennsylvania State Department of Education produced a report in 1975 on secondary school oral history projects (Oral History: What? Why? How? Guidelines for Oral History) which has been micropublished as an ERIC document. It includes reports of actual oral history projects conducted in secondary schools. The same office publishes a periodical newsletter (Reel to Reel) which disseminates information on school oral history projects.

The most complete discussion of the use of oral history in secondary schools is found in Sitton et al (1983). The authors discuss project options, technical information and evaluation criteria. Fieldwork models are provided and sample oral history products are discussed. A good bibliography is included. The book is heavily influenced by the Foxfire-type programs with which the authors have been identified. The sample forms and data sheets would be very useful to secondary teachers.

Donald Cavallini (1980) conducted a study of the effects of the use of oral history on high school students. He found that it could sharpen skills and humanize the subject but that it was more appropriate for college students. The oral history Cavallini used, however, was limited in variety and students were not actively involved in its production. Despite Cavallini's cautionary findings his dissertation provides a good survey of the use of oral history in text books, a clear and logical student evaluation model and an extensive bibliography, part of which concentrates on the classroom uses of oral history.

Shorter discussions of oral history use in high schools can be found in several education journals. Cavallini (1979) provides a number of suggestions including "earwitness" accounts which encourage students to think about the

effects and roles of sounds. He also recommends a diverse assortment of projects for courses, from social studies to business. Mehaffy and Sitton (1977) discuss the advantages and disadvantages of oral history as it relates to curriculum theory. They suggest eleven practical teaching strategies which employ oral history. Their bibliography, while short, provides 19 useful references. An article by Mazuzan and Twomey (1977) is similar to Mehaffy and Sitton (1977). It provides a brief overview of oral history practice and brief paragraphs on the elements of being a good oral historian. Several strategies for incorporating oral history are explained as well as a unique project involving interviews at a Trappist monastery. An article by Little and Little (1978) describes a K-12 program for the introduction of native culture studies into an Indian reservation school. Many of the activities could easily be adapted to a non-Indian environment. Of special interest is the description of community involvement in the administration of the native culture program, which includes a great deal of oral history. A similar program for non-Indian children was discussed in a paper written by Driscoll (1976). Micropublished by ERIC, the paper discusses a Massachusetts program which brings large numbers of the elderly into schools to discuss their recollections, demonstrate their often archaic skills and offer advice on various subjects in which they have expertise.

Additional articles which might be of value to secondary teachers include Davis and Krohe (1972), Kachaturoff and Greenbaum (1981) and Sitton (1981). Davis and Krohe point out that oral history uses a technology familiar to the young and can better expose students to the causes and effects of events because of the interrelationship which develops between the interviewer and interviewee. Sitton offers some valuable tips on selecting interviewees and provides a short discussion of the role of oral history in developing creativity, social sensitivity and linguistic skills. Kachaturoff and Greenbaum point out that oral history

can be used to demonstrate the necessity of using multiple sources and that a valuable intergenerational dialogue is inherent in school oral history projects.

Several state departments of education have developed model oral history projects. The VOICES Project in Massachusetts is one of these. Barbara Meyer, et al (1980) published Kaleidoscope 20 in connection with that project. It can be purchased at little cost from the Massachusetts Department of Education. The booklet illustrates a wide range of classroom uses for oral history, provides excerpts of interviews and includes a concise discussion of how oral history can be used to teach basic skills. The focus of the project was ethnic studies. The same authors wrote a companion document of seven pages which contains some good advice on what to do when starting a project similar to VOICES. The undated companion document is also available from the Massachusetts Department of Education.

Margaret Sullivan (1974) describes an oral history project at the University of Missouri--St. Louis. She describes a rare attempt by a college to collect oral history materials for high school use and examines the oral history interview as an avenue for discussion of values. How an interviewee handles various questions, Sullivan believes, can be bery instructive.

Other unique applications of oral history include the project described by the Bureau of General Educational Development (1976) of the New York State Education Department. This article concerns a Seventh Grade examination of the history and legal environment of a local body of water. Recorded interviews figured in the project. B. Lee Cooper (1976) examines the rationale for the use of oral history interviews, not for transcription necessarily, but as material for creative writing. The class described is an introductory college course, but the rationale and expectations could easily apply to a high school. Of special interest are the evaluation points in the project (perspective, grammar, vocabulary, style.

Sitton and Jetter (1980) similarly advocate the use of childrens' spoken folklore as a vehicle to introduce the study of poetry and capitalize on the learning of play. They briefly describe a National Institute of Education project on the impact of folklore (related to oral history) on teaching and provide a list of resources for folklore projects.

FOXFIRE PROJECTS

The most widely known secondary oral history program is Eliot Wigginton's Foxfire published in Rabun Gap, Georgia. No one should consider himself thoroughly versed in high school oral history usage until he has examined the literature on Foxfire and its spinoffs. Foxfire has received so much attention that one must be careful not to overlook other oral history applications which may be obscured by the amount of Foxfire literature. For this reason the Foxfire projects are treated separately here. Foxfire magazine is very well known. Its material has been published by Doubleday (six books, the first of which is supposedly that publisher's most successful book ever) and articles from the magazine have been made into a record. There is also a motion picture on the Foxfire project. Foxfire now enjoys national distribution and millions of copies of the books and magazine have been sold. The project has received so much attention that it is often the only oral history application with which teachers are familiar. For this reason those who begin their consideration of classroom oral history with Foxfire often neglect the rest of the field.

The best description of the project is Wigginton's own (1975, 1977). The latter article is really a short version of the first. In these publications Wigginton discusses how he got started, how Foxfire related to skill building and why it retains its popularity. In 1973 Wigginton participated in a panel discussion on "Oral History as a Teaching Tool" at the annual meeting of the Oral History Association. The transcript of the discussion (Oral History Review, 1973) provides still more insight into the program and another in a Gainesville,

Florida high school.

Pamela Wood's monograph (1975) is a Foxfire production guide. The author was trained by Wigginton and coordinates the Salt program (a periodical publication similar to Foxfire) in Kennebunkport, Maine. Her publication, written for students and teachers, makes practical suggestions on everything from choosing a journal name to organizing a staff and using a tape recorder and camera. This is a "must" publication for those wishing to start a Foxfire-type project.

There arenow more than 150 Foxfire projects in the United States. Some are defunct and some are virtually professional (Foxfire, Salt, Bittersweet). It would be impossible to review all of their publications and many of them are difficult to obtain. Thomson (1975) and Reynolds (1979) provide brief reviews of some of the more successful Foxfire spinoffs. One copy of Three Wire Winter (1976) is an ERIC document and is easily obtained on fiche. Using typewriter typeface and student art, it is close to what the average school could produce. Brief articles on two other Foxfire projects have appeared in professional literature. Arceneaux (1978) describes the application of the Foxfire approach to an elementary class in rural Louisiana, but his article is too brief to be of any use beyond making one aware of the program. Mehaffy and Sitton (1977) reported on a Foxfire project in Gary, Texas through an interview with several students and the teacher-coordinator. Their description of fund raising is especially appropriate to the situation in which most secondary school projects find themselves. Their other anecdotes are similar to those of Wigginton. Thad Sitton's article published in 1980 provides an excellent rationale for the replication of these programs. He offers a concise explanation for the success of Foxfire in "bridging the school-community gap."

One criticism of Foxfire projects is that they tend to spring up only in rural environments. The Cityscape project in Washington, D.C. is a notable

exception. Laubach (1979), an English teacher in Westfield, Massachusetts, makes several concrete proposals for adapting Foxfire to an urban setting. He advocates collecting the beliefs of occupational groups such as policemen and analyzing ethnic jokes. Analysis of the lore of these groups is a special concern of Laubach. A similar idea is advanced by Kohut (1975). While he never mentions oral history or Foxfire by name, Kohut advocates Foxfire-style activities and the use of oral testimony to study city problems.

Thad Sitton (1978a, 1978b) reviews the growth of Wigginton's project and its replication throughout the United States. It is a thorough discussion of the philosophy of Foxfire and the reasons for its success. Not the least of those reasons was the large amount of foundation funding and technical assistance the project received from IDESA, Incorporated and the Ford Foundation. The continued spread of the projects after termination of the initial funding indicates that continuing assistance is not necessary. Sitton does provide, however, a useful insight into the overwhelming attention given to the Foxfire project. Dorson (1973) criticized the attention and support given to Wigginton. He stated that such amateur projects were academically unsound and siphon off funds from legitimate academicians. Donson's article prompted a bitter response from Wigginton (1974) who felt that Foxfire, whatever it was, was a means of humanizing schools. The funding for Foxfire, Wigginton stated, was partial compensation for the neglect of high school oral history and folklore by the academic community.

ORAL HISTORY DIRECTORIES AND INDEXES

One form of oral history which may be overlooked at the high school level is professionally collected testimony. Much of the oral history used at the secondary level appears to be of local interest with little dissemination to a wider audience. Even the material produced by Foxfire projects is seldom disseminated beyond the region in which it was produced. (Foxfire itself is an

exception.) Many professionally collected memoirs of national interest are now available in convenient form at low cost, however. They are accessible through any of several directories or indexes.

The best project directory is Shumway (1971). The Directory is 13 years out of date, however. It provides state by state lists of projects (230 in all) sponsored by universities, historical societies, institutions, public schools and libraries. Particularly useful are the addresses Shumway provides. The Shumway Directory is available on ERIC microfiche. The Oral History Association commissioned a new and more comprehensive directory. The Denver Public Library collected the information for the new directory but the data have not been made widely available.

The three most comprehensive general indexes are the New York Times Oral History Program in Microfilm (continually updated), the New York Times Oral History Program Master Index (continually updated) and Meckler and McMullin's Oral History Collections (1975). The first of these may be obtained from the producer and is not really an index at all but a sales catalogue. It does list more than a hundred transcripts available in microform and that, together with its price, makes it valuable to high school teachers. The New York Times Oral History Program Master Index is a subject-name index to the transcripts micropublished by the Program. It enables a person to locate transcripts of one person's testimony about another person, or about specific topics. It costs $95 which may eliminate it from secondary school libraries. It is of most use to professional researchers. Meckler and McMullin's index is the most comprehensive one available but the price might be a problem for some people ($32.50). It is divided into two sections: (1) a name-subject index to 12,000 interviews and (2) a description of 388 United States and foreign oral history centers. Each interview is cited with title, position of interviewee, location of material and restrictions

on the use of the material. The "Bowker Guide," as it is often called (the publisher is R.R. Bowker), has been criticized as incomplete but it is acknowledged to be the best available index.

A less expensive, and far less complete, alternative is the National Union Catalogue of Manuscript Collections. Since 1971 the annual volumes of this catalogue have listed major oral history collections and indexed by name the interviewees in each collection.

SUMMARY

There are dozens of popular works on oral history which have not been cited here. This review has been restricted to those publications which are generally available in the United States and Canada and which, because of their content, would be of use to high school teachers. Much of the early literature has been omitted because it is dated and difficult to obtain. At the same time the field of oral history is expanding and new literature is being published at a rapid rate. Oral history in all its forms and variants is a "new-old" field. It is waiting to be understood, accepted, and often merely recognized at the secondary level. The purpose of this essay was to hasten that event.

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